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ABSTRACT

The fourth in a series of reports concerning career education at Montgomery Community College, as derived from student and faculty data, this report covers data collected for the 1972-1973 school year. Data were collected and submitted for 3,342 students and 140 faculty (including six instructional aides). The chapters of the report are: I. Descriptive Data of All Students by Curriculum; II. Personal Characteristics of All Students by Occupational Orientation; III. Age Analysis; IV. Enrollment in Occupational Curriculums by Class and Sex; V. Students with Dependents; VI. Employment Status; VII. Educational and Vocational Expectations; and VIII. Faculty Data. An appendix provides the Career Survey Card, the College Student Record Form, and the College Faculty Record Form. The study data are presented in 15 tables and 3 charts. In addition, a listing is given of Institutional Research Reports of the Office of Institutional Research. (DB)

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CAREER PATTERNS

A Descriptive Analysis

of Career Programs at

Montgomery Community College

Montgomery County, Maryland

1972-1973

Based on Data Submitted to

Maryland State Department of Education

December 1972

JC 730 248

by

Joan F. Faber

Office of Institutional Research

September 1973

FOREWORD

Career Patterns, a descriptive analysis of career education at Montgomery Community College for the academic year 1972 - 1973, is the fourth in a series of reports prepared by Joan F. Faber of the Office of Institutional Research. Mrs. Faber serves as the liaison between the College and the Division of Vocational-Technical Education (Maryland State Department of Education) for the planning, evaluating, and reporting required by that agency.

The Career Patterns reports are derived from the student and faculty data which the College is required to submit to the State each year. After the data have been processed by the College's Data Systems Center, they are analyzed and interpreted by Mrs. Faber to provide a profile of the career programs of the College.

In the past, the reports have been distributed to the College's advisory committees, department chairmen, occupational coordinators, and other faculty, counselors, and administrators involved with the planning, development, and evaluation of career programs. Previous editions of Career Patterns have also been disseminated to concerned personnel of other institutions and organizations as well as local, State, and Federal agencies including the Division of Vocational-Technical Education and the Research Coordinating Unit of the Maryland State Department of Education, the Maryland State Board for Community Colleges, the National and State Advisory Councils on Vocational-Technical Education, and the Employment Security Administration. Career Patterns is included in various indices such as the Educational Resources Information Center's Abstracts of Research and Related Materials on

Vocational and Technical Education and the Annotated Bibliography of Institutional Research published by the Association for Institutional Research.

Throughout the Career Patterns reports, the reader is cautioned to bear in mind that much of the data is student-originated and designed to meet the requirements of an externally initiated reporting system. Mr. James Smith, Postsecondary Specialist of the Division of Vocational-Technical Education has stated: "Irrespective of our reporting system and requirements, the report [Career Patterns, 1972] provides as complete a description of student occupational data as I have ever seen."

Preparation of the study was made possible by the cooperation and assistance of: the campus Associate Deans of Students and their staffs in distributing the Career Survey Cards, personnel of the Data Systems Center, Graphic Arts Specialists of the Rockville Learning Resources Department, and the clerical staff of the Office of Institutional Research.

Robert L. Gell, Director
Office of Institutional Research

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CAREER PATTERNS

Introduction

Background

Since 1970, the Maryland State Department of Education (MSDE) has required each local educational agency to submit data for individual students and faculty in approved vocational-technical programs. The information submitted assists MSDE in maintaining a student and teacher data system required for reporting to the U. S. Office of Education. The data also provide input into the formula by which MSDE allocates to the local educational agencies the funds received from the Federal government under the Vocational Education Amendments of 1968.

In the appendix to this report are the two record forms applicable to community colleges. These forms have been used for the past three academic years, beginning with 1970-1971. The Student Record Form requests information, much of which is already collected and processed in Montgomery College's computerized student data base. These data and the information provided by a student-completed College form, the Career Survey Card, are combined by the College's Data System Center to produce a punched card record for each student in the career programs. The Career Survey Card, a part of the registration packet, is also included in the appendix to this report.

The deck of punched cards is submitted to MSDE instead of the optically scanned College Student Record Forms. The College Faculty Record Forms are completed by the teachers and instructional aides in the College's vocational-technical programs and submitted to MSDE.

Before submission, the data were further processed by the Data Systems Center to provide information from which this descriptive analysis of career education at Montgomery College is drawn. The current report is the fourth

in the Career Patterns series and is based on the data collection for the 1972-1973 academic year. Limited comparisons between the reports are facilitated, where practicable, by graphic representation and by expressing numerical data in percentages, rounded to equal 100 percent.

Evaluation

Much of the data that is analyzed in this report is provided by the students at registration time when the Career Survey Card is completed and is not susceptible to verification. Information about current employment, educational and vocational expectations, high school status, and dependents is derived solely from student input.

The record forms, it must be remembered, have been designed by a State agency to meet its requirements; they have not been designed to meet internal management and evaluation needs. Within these limitations, however, the series of Career Patterns presents a continuing study and descriptive analysis of Montgomery College's career-oriented programs and the students and faculty involved in these programs.

The same number of curriculums, 23, was offered during the 1972-1973 academic year as during the preceding year. One program was introduced, Accounting; and one program, Chemical Engineering Technology, was discontinued. Data were collected and submitted for 3342 students and 140 faculty (including six instructional aides). In Table A will be found the descriptive data from which each of the Career Patterns reports have been drawn. Data collection for 1970 differed in several respects from subsequent years. The record forms were not applicable to community colleges, Montgomery College had not yet designed its Career Survey Card, and data were gathered during the spring semester.

Table A

Comparative Career Pattern Statistics

for 1970, 1971, 1972, and 1973

	1970	1971	1972	1973
Total Respondents	1557	1997	3115	3342
Rockville Campus Respondents	1080	1279	2184	2391
Takoma Park Campus Respondents	477	718	931	951
Number of Curriculums	17	21	23	23
Male Students	872	1076	1665	1748
Female Students	680	921	1450	1594
Married Students	425	594	1048	1107
Students with Dependents	259	447	742	749
Full-Time Students	1038	983	1306	1642
Part-Time Students	513	1014	1809	1700
Associate Arts Degree, First Year (Freshmen)	600	933	1262	1583
Associate Arts Degree, Second Year (Sophomore)	623	445	583	783
Non-Degree	268	619	1270	976
Employed Full Time	363	766	1602	1540
Employed Part Time	464	356	571	596
Expect to Complete Program Within the Year	611	421	704	773
Expect to Seek Employment Within the Year	426	316	557	538
Major Area Enrollment:				
Health	200	326	607	796
Business	1031	1135	1552	1485
Public Service	135	233	487	575
Technological	189	303	469	486
Full-Time Faculty	40	51	64	83
Part-Time Faculty	41	41	59	57
Instructional Aides (Included in Faculty)	0	2	4	6

A compilation of enrollment data in public, postsecondary institutions in Maryland as of fall 1972 is shown in Table B. As compared to the previous year, total enrollments increased 9.6 percent and occupational enrollments increased 6.9 percent. However, the proportion of the latter to the former decreased from 34.7 percent to 33.9 percent. The figures for Montgomery College show a similar pattern (+10.6%, +7.3%, -1.2%).

Table B

Maryland Community College
Career Programs Enrollments
Fall 1972

Community Colleges	Total College Enrollment	Total Occup. Enrollment	% Total Occup. Enrollment	1st Yr.	2nd Yr.	Special	Full-Time	Part-Time
Allegany	1141	486	42.5	337	139	10	380	106
Anne Arundel	3527	1342	38.0	909	351	82	799	543
Baltimore	7135	2313	32.4	1162	794	355	1350	962
Catonsville	7299	2397	32.8	1493	904	0	987	1410
Cecil	674	111	16.2	59	22	30	59	52
Charles	1122	612	54.5	472	97	43	176	436
Chesapeake	582	225	38.6	106	73	46	130	95
Dundalk	633	0	0	0	0	0	0	0
Essex	5330	2172	40.7	1469	550	153	929	1243
Frederick	1089	286	26.2	157	94	35	125	161
Garrett	243	178	73.2	78	33	67	88	90
Hagerstown	1422	453	31.8	312	136	5	297	156
Harford	2618	859	32.8	782	25	52	23	836
Howard	936	25	2.6	20	5	0	21	4
Montgomery	10645	3342	31.4	1583	783	976	1642	1700
Prince George's	7888	2922	37.0	1315	904	703	1602	1319
STATE TOTALS	52264	17725	33.9	10256	4910	2557	8612	9113

Source: Maryland State Plan for the Administration of Vocational-Technical Education Programs under the Vocational Education Amendments of 1968, Fiscal 1974. Division of Vocational-Technical Education, Maryland State Department of Education, Baltimore, Maryland, page II-38a.

Chapter I

DESCRIPTIVE DATA OF ALL STUDENTS BY CURRICULUM

Table I provides an overall description of the 3342 students enrolled in fall 1972 in the College's 23 curriculums approved by the Division of Vocational-Technical Education of the Maryland State Department of Education. Descriptors are academic (campus, class, and load), personal (sex, race, and marital status), and employment situation. The latter is analyzed in greater detail in Chapter VI. The academic descriptors are also shown in Chart A.

The 23 approved curriculums and their abbreviations used in the tables of this report are listed in alphabetical order below:

Curriculum	Abbreviation (if any)
Accounting	Same
Advertising Art	Same
Architectural Technology	Architect. Tec
Business Management	Business Mgt.
Civil Engineering Technology	Civil Eng. Tech.
Computer Science and Technology	Computer Science
Criminal Justice	Same
Dental Assisting	Dental Asstg.
Dental Laboratory Technology	Dent. Lab. Tech.
Electronic Technology	Electronic Tech.
Fire Science	Same
General Engineering Technology	Gen. Eng. Tech.
Geography, Cartography, and Community Planning	Geog., C. & C.P.
Hospitality Management	Hospitality Mgt.
Mechanical Engineering Technology	Mech. Eng. Tech.
Medical Laboratory Technician	Med. Lab. Tech.
Mental Health Associate	Mental Health
Nursing	Same
Printing Technology	Printing Tech.
Radiation Science	Radiation Sci.
Radiologic (X-Ray) Technology	Radiologic Tech.
Recreation Leadership	Rec. Ldrship.
Secretarial	Same

DESCRIPTIVE DATA OF ALL STUDENTS BY CURRICULUM

Curriculum	Total Resp.	Campus		Sex		Race			Married		Class			Load		Employed		
		R	TP	M	F	B	W	O	Yes	No	AA[1]	AA[2]	ND	FT	PT	FT	PT	Not
Accounting	140	127	13	72	68	4	117	19	79	58	29	2	109	25	115	95	15	27
Advertising Art	199	190	9	93	106	6	176	17	44	151	100	51	48	120	79	73	45	73
Architect. Tech.	100	96	4	92	8	5	72	23	24	75	63	17	20	64	36	39	21	28
Business Mgt.	330	274	56	243	87	17	270	43	145	181	120	36	174	111	219	219	42	48
Civil Eng. Tech.	29	29	0	27	2	1	9	19	11	16	15	4	10	12	17	14	6	6
Computer Science	371	280	91	277	94	26	250	95	141	227	161	119	91	182	189	194	37	101
Criminal Justice	308	304	4	254	54	6	284	18	82	220	171	64	73	193	115	160	69	64
Dental Asstg.	101	12	89	2	99	3	95	3	10	91	57	34	10	79	22	38	21	38
Dent. Lab. Tech.	36	1	35	24	12	12	18	6	11	25	16	17	3	25	11	11	6	10
Electronic Tech.	134	122	12	131	3	5	109	20	29	[illegible]	74	32	28	66	68	67	27	28
Fire Science	94	93	1	93	1	1	92	1	47	44	32	18	44	21	73	59	8	9
Gen. Eng. Tech.	84	76	8	77	7	0	73	11	33	51	22	8	54	27	57	57	9	13
Geog., C. & C.P.	37	34	3	23	14	2	33	2	16	21	12	10	15	14	23	17	6	8
Hospitality Mgt.	56	56	0	42	14	1	47	8	6	48	40	6	10	39	17	24	11	15
Mech. Eng. Tech.	35	27	8	35	0	0	21	14	11	23	15	4	16	16	19	15	5	12
Med. Lab. Tech.	99	15	84	24	75	7	67	25	33	66	41	36	22	52	47	28	17	46
Mental Health	123	49	74	26	97	7	109	7	73	49	20	38	65	25	98	45	12	58
Nursing	373	52	321	17	356	21	326	26	170	199	193	112	68	146	227	92	86	158
Printing Tech.	96	95	1	94	2	5	83	8	27	67	51	28	17	63	33	52	11	26
Radiation Sci.	8	1	7	7	1	0	8	0	5	3	3	3	2	1	7	6	0	0
Radiologic Tech.	64	4	60	18	46	7	13	44	13	51	34	24	6	41	23	21	15	16
Rec. Ldrship.	136	133	3	73	63	9	124	3	14	121	82	45	9	101	35	51	41	35
Secretarial	389	321	68	4	385	13	338	38	83	292	232	75	82	219	170	163	86	116
TOTAL	3342	2391	951	1748	1594	158	2734	450	1107	2182	1583	783	976	1642	1700	1540	596	935
Percent	100%	71.5	28.5	52.3	47.7	4.7	81.8	13.5	33.7	66.3	47.4	23.4	29.2	49.1	50.9	50.2	19.4	30.4

Number Not Responding 53 271

The total of respondents for each curriculum is the total of matriculated students (AA^1, Freshmen plus AA^2, Sophomores) and non-degree (ND) students. Curriculum designation for the latter is provided by the student responses to the Career Survey Card. Total respondents increased 7 percent over the previous year. However, the College's enrollment records indicate that matriculations in career programs increased by 28 percent, 2366 compared to 1845. The difference is accounted for by the 23 percent decrease in non-degree student responses. The trend data related to the other categories of student characteristics are expressed in percentages in Table II.

As in previous years, only three programs (Business Management, Computer Science, and Secretarial) are offered at both campuses; the six health-related (see Chapter II) programs and Radiation Science are offered only at the Takoma Park Campus; the remaining 13 are offered only at the Rockville Campus. Yet it will be seen that all but two curriculums, Civil Engineering Technology and Hospitality Management, have students attending at both campuses. This occurs because students in a program which is assigned to one campus may enroll in courses (i.e., other than the specialized occupational courses) at either location.

The percentages at the bottom of each column in Table I are derived from the number of recorded replies without regard to the number of "no responses." Only the questions concerning marital status and employment situation received less than a 100 percent response.

PERCENTAGE DISTRIBUTION OF STUDENT DESCRIPTIVE DATA
1971 - 1972 - 1973

		PERCENTAGE		
		1971	1972	1973
CAMPUS	Rockville	64.0	70.1	71.5
	Takoma Park	36.0	29.9	28.5
SEX	Male	53.9	53.5	52.3
	Female	46.1	46.5	47.7
RACE	Black	4.9	5.8	4.7
	White	86.6	84.2	81.8
	Other	8.5	10.0	13.5
MARRIED	Yes	30.1	34.1	33.7
	No	69.9	65.9	66.3
CLASS	AA[1]	46.7	40.5	47.4
	AA[2]	22.3	18.7	23.4
	Non-Degree	31.0	40.8	29.2
LOAD	Full-Time	49.2	41.9	49.1
	Part-Time	50.8	58.1	50.9
EMPLOYED	Full-Time	50.2	52.9	50.2
	Part-Time	23.4	18.9	19.4
	Not	26.4	28.2	30.4
DEPENDENTS	Yes	29.4	24.9	24.9
	No	70.6	75.1	75.1

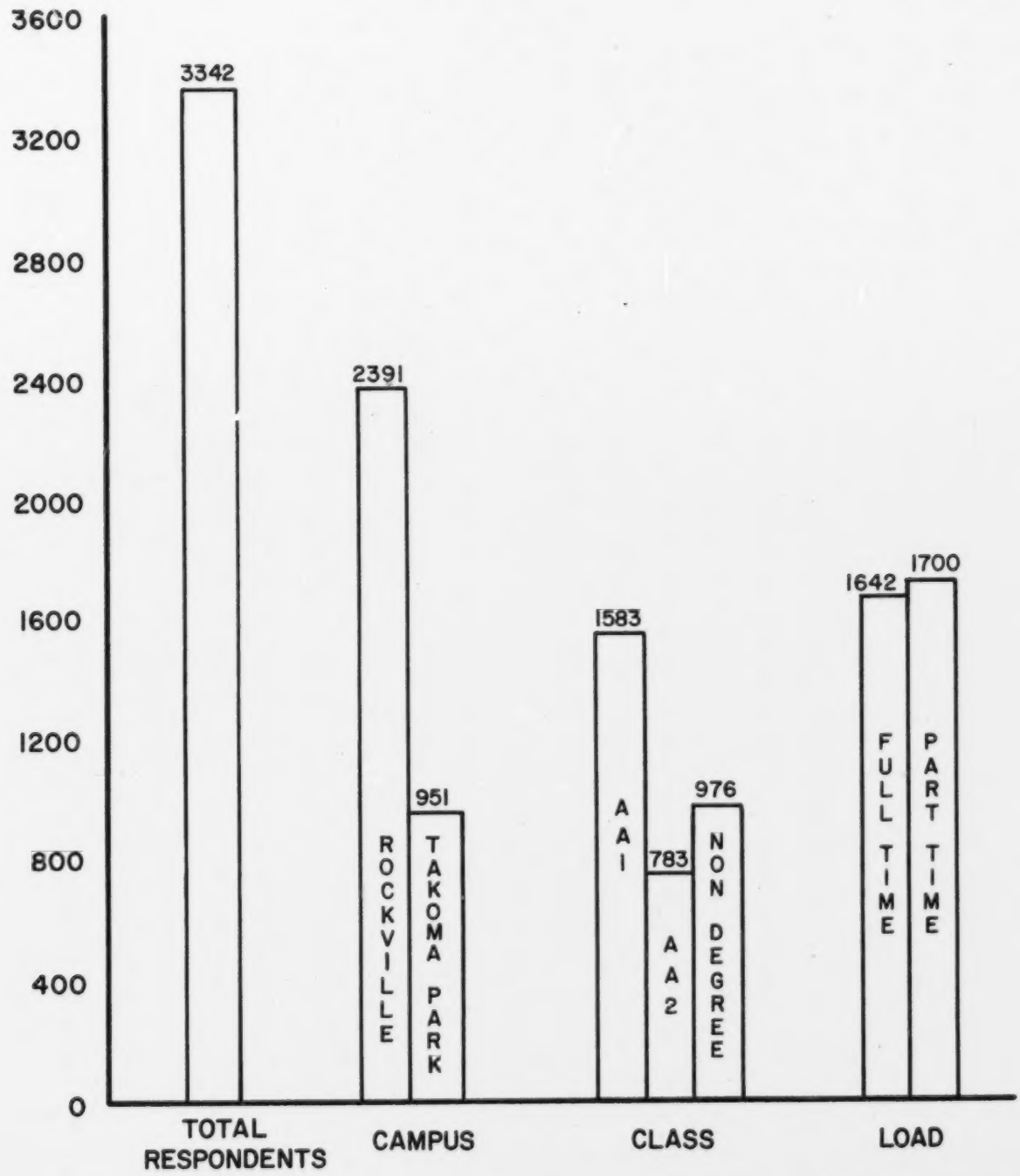
Listed in Table II are the percentages from Table I of the current (1973) report and from the same table in the two previous Career Patterns. Also included are percentages derived from data on students with dependents which appeared in the three reports.

Within each category, the percentages vary from year to year but the pattern remains fairly constant except for "Class." It is shown, for example, that there are more career students at the Rockville Campus than at Takoma Park and the difference is widening; more male than female students but the gap is narrowing; more white students than the other racial designations although this variance is decreasing. Each year over half of the respondents are part-time students and the same fraction are employed on a full-time basis. Consistent, also, are the percentages of married students and those with dependents.

The only explanation that can be tentatively presented for the fluctuation in degree students from year to year (69.0% in 1971, 59.2% in 1972, and 70.8% in 1973) relates to the process of data collection rather than to a marked change in enrollment patterns. Information concerning non-degree students, it must be remembered, is drawn from individual student input; that which concerns degree students is derived from verified enrollment records of the College. The changes in student responses from year to year tends to affect the distribution within the "Class" category, however, more than in other student-originated categories such as "Employed" and "Dependents." The shifts in percentage of part-time students is probably related to the changes in the percentage of non-degree students responding.

Chart A

CAREER STUDENTS BY CAMPUS, CLASS, AND LOAD



Chapter II

PERSONAL CHARACTERISTICS OF ALL STUDENTS BY OCCUPATIONAL ORIENTATION

The personal characteristics of students in career programs take on additional significance when the College's curriculums are grouped according to major occupational area.

Major Area	Curriculum	Students Reporting		
Health-Related	Dental Assisting	101		
	Dental Laboratory Technology	36		
	Medical Laboratory Technician	99		
	Mental Health Associate	123		
	Nursing	373		
	Radiologic (X-Ray) Technology	64	796	(23.8%)
Business-Related	Accounting	140		
	Advertising Art	199		
	Business Management	330		
	Computer Science & Technology	371		
	Hospitality Management	56		
	Secretarial	389	1485	(44.5%)
Public Service	Criminal Justice	308		
	Fire Science	94		
	Geography, Cartography, and Community Planning	37		
	Recreation Leadership	136	575	(17.2%)
Technological	Engineering Technologies (5)	382		
	Printing Technology	96		
	Radiation Science	8	486	(14.5%)

Reporting students increased over the previous year in each area except the Business-Related curriculums which decreased from 1552 to 1485 (49.8% to 44.5% of the total). This, despite the addition of the Accounting program, the only new program introduced during the 1972-1973 academic year. Students in Health-Related programs increased from 19.5 to 23.8 percent of the total and students in Public Service programs increased from 15.6 to 17.2 percent. The percentage of students in the Technological programs remained about the same although one program was discontinued due to low enrollment.

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Table III

PERSONAL CHARACTERISTICS OF ALL STUDENTS
BY OCCUPATIONAL ORIENTATION

Occupation	Median Age	% Male	% Female	% Married	% w/Dependents	% Employed
Health-Related	24	13.9	86.1	39.2	29.5	49.3
Business-Related	20	49.2	50.8	34.2	24.7	67.6
Public Service	23	77.0	23.0	28.1	21.0	71.5
Technological	22	95.3	4.7	29.3	23.0	67.7

Table III presents a personal characteristic profile of all students by occupational orientation. The data are expressed in median and percentage rather than numerically.

Students in the Health-Related area continue to be slightly more mature than the other students; the median age of 24 shows an increase over the previous year when the median age was 23. As was also true last year, these programs attract the largest percentage of female students, married students, and those with dependents and the smallest percentage who are employed. The corresponding percentages shown last year were 83.4 female, 40.9 married, 27.5 with dependents, and 54.0 employed.

The youngest students continue to be those in the Business-Related area; the median age decreased from 21 in the 1972 Career Patterns report. Only in this area is there an equal division between male and female students. Male students continue to dominate the Public Service and Technological areas although the percentage of female students in Public Service curriculums is increasing; from 15.4 to 19.7 to 23.0 percent.

The percentage of employed students shown in Table III reveals a decline in each area of occupational orientation as compared to the previous Career Patterns report. The largest percentage of decrease is seen in the Technological area. Public Service programs continue to show the largest percentage of employed students although this figure has decreased by more than 5 percent from the previous year.

Chapter III

AGE ANALYSIS

The Division of Vocational-Technical Education, Maryland State Department of Education, assigns a USOE (United States Office of Education) code number to each program it approves. Approval establishes the eligibility of the program to use Federal funds, under the Maryland State Plan and the Vocational Education Amendments of 1968, within the annual allotment made to the institution. The USOE code relates the vocational-technical education programs to the U. S. Department of Labor's classification system of occupational titles.

The College's curriculums that have been approved relate to the following occupational code areas as denoted by the first two digits:

07 - Health Occupations

14 - Business Occupations

16 - Technical Occupations

17 - Trade and Industrial Occupations

Curriculum grouping in accordance with the USOE code differs somewhat from the grouping in accordance with occupational orientation as described in the previous chapter. This occurs because the level of the educational program affects the USOE code. For example, two of the Health-Related curriculums, Nursing and Radiologic Technology, are classified by level as Technical educational programs, as are all of the Public Service programs.

The age groups used by the Maryland State Department of Education (see Introduction, Table B) differ also from the grouping shown in the following table.

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AGE ANALYSIS BY PROGRAM AND USOE CODE

Curriculum	USOE Code	Total Resp.	19 and Under	20-24	25-29	30-34	35-39	40 and Over
Dental Asstg.	07 01 01 1	101	71	20	3	4	2	1
Dent. Lab. Tech.	07 01 03 1	36	9	14	4	4	2	3
Med. Lab. Tech.	07 02 00 1	99	29	30	15	10	7	8
Mental Health	07 08 01 1	123	4	35	25	21	8	30
Accounting	14 01 01 1	140	21	47	25	16	9	22
Secretarial	14 07 02 1	389	206	103	33	23	7	17
Business Mgt.	14 08 99 1	330	72	91	86	34	20	27
Architect. Tech.	16 01 03 1	100	32	41	20	4	1	2
Civil Eng. Tech.	16 01 06 1	29	8	13	3	2	2	1
Electronic Tech.	16 01 08 1	134	45	48	23	10	4	4
Mech. Eng. Tech.	16 01 13 1	35	6	19	8	2	0	0
Radiation Sci.	16 01 15 1	8	0	2	3	1	0	2
Computer Science	16 01 17 1	371	84	124	91	41	11	20
Gen. Eng. Tech.	16 01 99 1	84	17	33	19	9	5	1
Radiologic Tech.	16 03 04 1	64	14	26	18	3	2	1
Nursing	16 03 05 1	373	81	111	67	44	27	43
Fire Science	16 06 02 1	94	20	26	26	11	6	5
Criminal Justice	16 06 05 1	308	122	103	42	18	12	11
Hospitality Mgt.	16 06 96 1	56	29	13	7	1	0	6
Geog., C. & C.P.	16 06 97 1	37	8	7	9	5	1	7
Rec. Ldrship.	16 06 98 1	136	60	63	11	0	2	0
Advertising Art	17 07 00 1	199	84	68	21	7	9	10
Printing Tech.	17 19 00 1	96	35	35	18	2	2	4
TOTAL		3342	1057	1072	577	272	139	225

In Table IV, the College's programs are listed in code order rather than in alphabetical order. The ages of the students are listed within five-year ranges except for the youngest and oldest age group.

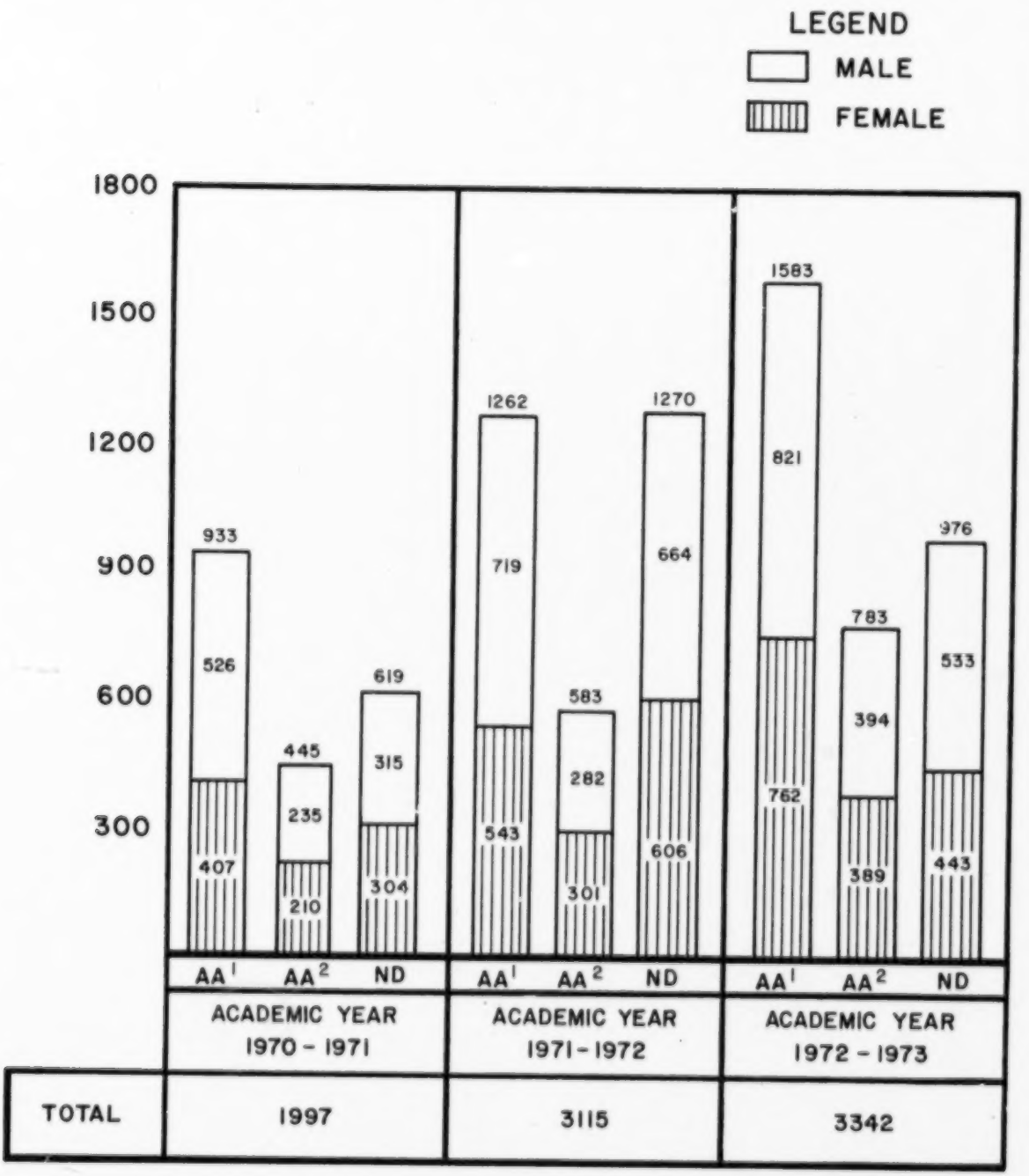
The largest number of career students is found in the 20 to 24 age group, the typical age of community college students in general. This was also true last year. A significant change is noted this year, however, in the 19-and-under age group which accounts for 31.6 percent of all students and almost equals the 20 to 24 age group which is 32.1 percent of the total. Last year, the youngest age group represented only 16.3 percent of the total and the next age group represented 42.7 percent. In the 1970-1971 report, however, the youngest age group was the largest, 37.6 percent of the total.

The increasing percentage of students under 25 years of age (63.7 percent this year, 59.0 percent last year) is probably caused by the decreasing percentage of non-degree students completing the Career Survey Card which was noted in Chapter I.

As has been true each year that demographic data have been analyzed in Career Patterns, a large number of the more mature students, those 40 and over, are career-oriented. They tend to pursue careers in mental health, business management, and nursing. A relatively young student population is found in the Dental Auxiliary and Secretarial programs, in Recreation Leadership, and in the Engineering Technologies.

Chart B

ENROLLMENT BY CLASS AND SEX
THREE ACADEMIC YEARS



Chapter IV

ENROLLMENT IN OCCUPATIONAL CURRICULUMS BY CLASS AND SEX

Item 11 of the College Student Record Form (See Appendix) elicits information on the student's enrollment. At Montgomery College, students in degree or certificate programs are classified either as Freshmen (less than 28 earned semester hours of credit) or Sophomores (28 or more earned semester hours of credit). In the tables and charts of this report, the comparable titles used are Associate Degree, first year (AA^1) and Associate Degree, second year (AA^2). The term non-degree (ND) used in this report describes the College's "special" students, those who are not candidates for a degree or certificate.

Class enrollments of the matriculated (those admitted to a degree or certificate curriculum) students are drawn from official College records. Information on non-degree students is derived from responses to the Career Survey Card.

Chart B graphically depicts the enrollment in career programs, by class and sex, for three academic years. As was noted in Chapter I, the pattern of class enrollment fluctuates from year to year and does not reveal a consistent pattern. Chart B shows a steadily increasing enrollment for both first- and second-year degree students but the reported number of non-degree students shows a variance, particularly in relation to first-year degree students. In each academic year, however, the number of non-degree students exceeds the number of second-year degree students. The figures shown in Chart B are expressed in percentages in Table II.

ENROLLMENT IN OCCUPATIONAL CURRICULUMS BY CLASS AND SEX

	A. A. DEGREE STUDENTS				NON - DEGREE STUDENTS	
	First Year		Second Year			
Curriculum	M	F	M	F	Male	Female
Accounting	19	10	1	1	52	57
Advertising Art	55	45	22	29	16	32
Architect. Tech.	59	4	16	1	17	3
Business Mgt.	103	17	25	11	115	59
Civil Eng. Tech.	13	2	4	0	10	0
Computer Science	120	41	94	25	63	28
Criminal Justice	137	34	51	13	66	7
Dental Asstg.	0	57	0	34	2	8
Dent. Lab. Tech.	8	8	13	4	3	0
Electronic Tech.	74	0	31	1	26	2
Fire Science	32	0	18	0	43	1
Gen. Eng. Tech.	20	2	8	0	49	5
Geog., C. & C.P.	8	4	10	0	5	10
Hospitality Mgt.	30	10	6	0	6	4
Mech. Eng. Tech.	15	0	4	0	16	0
Med. Lab. Tech.	6	35	10	26	8	14
Mental Health	6	14	8	30	12	53
Nursing	7	186	9	103	1	67
Printing Tech.	49	2	28	0	17	0
Radiation Sci.	2	1	3	0	2	0
Radiologic Tech.	9	25	9	15	0	6
Rec. Ldrship.	46	36	24	21	3	6
Secretarial	3	229	0	75	1	81
TOTAL	821	762	394	369	533	443

Of the 3342 students responding, 2366 (70.8%) are degree students; 976 (29.2%) are non-degree students. The figures from the previous year's Career Patterns report were 1845 (59.2%) degree students and 1270 (40.8%) non-degree students. Curriculums that show a marked decrease in the non-degree category are Advertising Art, Business Management, Electronic Technology, Fire Science, General Engineering Technology, Dental Assisting, Hospitality Management, Nursing, and Secretarial. The decrease in non-degree students resulted in an overall decrease in the first five curriculums; the remaining four show a marked increase in matriculated students and, thus, an overall increase.

It was noted in Chapter I that the gap is narrowing between male and female students in career programs. In the first-year degree category, enrollment of male students increased by 14.1 percent but enrollment of female students increased by 40.3 percent in comparison with the previous year. The increase of male second-year degree students, however, was 39.7 percent; of female students, only 29.2 percent. Male non-degree students decreased by a lesser percentage (19.7) than female non-degree students (26.9). In this year's report, male students continuing in the second year of a degree program outnumber female students, 394 to 389. The previous year's figures were 282 to 301.

Only one curriculum analyzed in Table V, Mechanical Engineering Technology, shows students of only one sex. There are but few females studying Civil Engineering Technology, Electronic Technology, Fire Science, Printing Technology, or Radiation Science; only a few males are enrolled in Dental Assisting and Secretarial programs.

Chapter V

STUDENTS WITH DEPENDENTS

The College Student Record Form inquires whether or not the student has children so as to estimate the number who are preparing for employment in order to support dependents. This information is not included in the College's student data base and is, therefore, requested on the Career Survey Card. A large number of students, 332 or almost 10 percent, failed to respond to this question. This is twice the percent who failed to respond the previous year; the year before that, however, almost one-fourth did not respond.

The responses to question 6 of the Career Survey Card are analyzed by curriculum and campus and by sex on the following two tables.

The percentage of all career students with minor dependents is 22.4. This figure shows a slight declining trend from the previous two years when the percentages were 26.8 and 23.8. The percentages listed in Table II and Table III were calculated without regard to those who did not respond and, therefore, differ slightly from those in Table VI.

As has been seen in previous reports, the percentage of students with dependents is slightly higher at the Takoma Park Campus than at the Rockville Campus. Curriculums which have a much higher percentage of students with dependents than the average are Accounting, Fire Science, Mental Health, and Nursing. This has been true of the last three programs in all Career Patterns reports; Accounting is a new program.

In previous years, the percentage of male students reporting dependents has been larger than that of female students. Table VII, however, reveals that the percentages are about equal, 22.5 and 22.3.

Table VI

STUDENTS WITH DEPENDENTS
BY CURRICULUM AND CAMPUS

Curriculum	College Wide				Rockville				Takoma Park			
	Total Reporting	Yes	No	No Response	Total Reporting	Yes	No	No Response	Total Reporting	Yes	No	No Response
Accounting	140	52	80	8	127	50	69	8	13	2	11	0
Advertising Art	199	25	157	17	190	21	152	17	9	4	5	0
Architect. Tech.	100	19	65	16	96	17	63	16	4	2	2	0
Business Mgt.	330	92	213	25	274	78	180	16	56	14	33	9
Civil Eng. Tech.	29	7	18	4	29	7	18	4	0	0	0	0
Computer Science	371	101	225	45	280	77	175	28	91	24	50	17
Criminal Justice	308	63	228	17	304	61	226	17	4	2	2	0
Dental Asstg.	101	9	85	7	12	3	8	1	89	6	77	6
Dent. Lab. Tech.	36	5	22	9	1	0	1	0	35	5	21	9
Electronic Tech.	134	20	101	13	122	18	94	10	12	2	7	3
Fire Science	94	28	48	18	93	28	47	18	1	0	1	0
Gen. Eng. Tech.	84	19	57	8	76	18	52	6	8	1	5	2
Geog., C. & C.P.	37	10	21	6	34	9	19	6	3	1	2	0
Hospitality Mgt.	56	7	43	6	56	7	43	6	0	0	0	0
Mech. Eng. Tech.	35	8	23	4	27	6	18	3	8	2	5	1
Med. Lab. Tech.	99	26	63	10	15	7	7	1	84	19	56	9
Mental Health	123	43	71	9	49	15	34	0	74	28	37	9
Nursing	373	114	216	43	52	31	20	1	321	83	196	42
Printing Tech.	96	20	65	11	95	19	65	11	1	1	0	0
Radiation Sci.	8	5	1	2	1	1	0	0	7	4	1	2
Radiologic Tech.	64	11	40	13	4	1	3	0	60	10	37	13
Rec. Ldrship.	136	8	116	12	133	6	115	12	3	2	1	0
Secretarial	389	57	303	29	321	43	259	19	68	14	44	10
TOTAL	3342	749	2261	332	2391	523	1668	200	951	226	593	132
Percent	100	22.4	67.7	9.9	100	21.9	69.7	8.4	100	23.8	62.3	13.9

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Table VII

OFFICE OF INSTITUTIONAL RESEARCH

STUDENTS WITH DEPENDENTS BY SEX

Curriculum	Total	MALE			FEMALE		
		Dependents	No Dependents	No Response	Dependents	No Dependents	No Response
Accounting	140	28	40	4	24	40	4
Advertising Art	199	12	71	10	13	86	7
Architect. Tech.	100	17	61	14	2	4	2
Business Mgt.	330	66	158	19	26	55	6
Civil Eng. Tech.	29	7	16	4	0	2	0
Computer Science	371	78	163	36	23	62	9
Criminal Justice	308	59	178	17	4	50	0
Dental Asstg.	101	1	1	0	8	84	7
Dent. Lab. Tech.	36	2	15	7	3	7	2
Electronic Tech.	134	19	99	13	1	2	0
Fire Science	94	27	48	18	1	0	0
Gen. Eng. Tech.	84	17	53	7	2	4	1
Geog., C. & C.P.	37	3	15	5	7	6	1
Hospitality Mgt.	56	4	32	6	3	11	0
Mech. Eng. Tech.	35	8	23	4	0	0	0
Med. Lab. Tech.	99	6	16	2	20	47	8
Mental Health	123	5	21	0	38	50	9
Nursing	373	4	11	2	110	205	41
Printing Tech.	96	20	64	10	0	1	1
Radiation Sci.	8	5	1	1	0	0	1
Radiologic Tech.	64	1	13	4	10	27	9
Rec. Ldrship.	136	4	61	8	4	55	4
Secretarial	389	0	3	1	57	300	28
TOTAL	3342	393	1163	192	356	1098	140
Percent	100%	22.5	66.5	11.0	22.3	68.9	8.8

Chapter VI

EMPLOYMENT STATUS

The employment status of students is also derived solely from the Career Survey Card since it, too, is not compiled in the College's computerized student data. Information elicited from the student includes whether or not the student is currently employed; if so, is it full-time or part-time employment and is the work related to the curriculum or course of study.

Because this information is of vital concern to College and government personnel involved in vocational-technical education, the Career Patterns reports tabulate and analyze employment status data in great detail. Responses to an additional question concerning future employment are covered in the next chapter.

The percentage of responding students who replied affirmatively to the question, "Are you employed?" shows a declining trend. In fall 1970, the percentage was 73.6; in fall 1971, the percentage decreased to 71.8; and in fall 1972, the percentage was even lower, 69.6.

The decrease in employment opportunities, however, has affected part-time employment to a greater degree than it has affected full-time employment as shown in Table II. In each of the three years, the percentage of full-time employed career students has remained at or near 50 percent of all who responded. The percentage of part-time employed career students has declined from more than 23 percent to less than 20 percent over the three-year period.

EMPLOYMENT STATUS BY CURRICULUM

Curriculum	Total Responding	Employed Full-Time	Employed Part-Time	Employed No.	Employed %	Not Employed No.	Not Employed %
Accounting	137	95	15	110	80.3	27	19.7
Advertising Art	191	73	45	118	61.8	73	38.2
Architect. Tech.	88	39	21	60	68.2	28	31.8
Business Mgt.	309	219	42	261	84.5	48	15.5
Civil Eng. Tech.	26	14	6	20	76.9	6	23.1
Computer Science	332	194	37	231	69.6	101	30.4
Criminal Justice	293	160	69	229	78.2	64	21.8
Dental Asstg.	97	38	21	59	60.8	38	39.2
Dent. Lab. Tech.	27	11	6	17	63.0	10	37.0
Electronic Tech.	122	67	27	94	77.0	28	23.0
Fire Science	76	59	8	67	88.2	9	11.8
Gen. Eng. Tech.	79	57	9	66	83.5	13	16.5
Geog., C. & C.P.	31	17	6	23	74.2	8	25.8
Hospitality Mgt.	50	24	11	35	70.0	15	30.0
Mech. Eng. Tech.	32	15	5	20	62.5	12	37.5
Med. Lab. Tech.	91	28	17	45	49.5	46	50.5
Mental Health	115	45	12	57	49.6	58	50.4
Nursing	336	92	86	178	53.0	158	47.0
Printing Tech.	89	52	11	63	70.8	26	29.2
Radiation Sci.	6	6	0	6	100.0	0	0
Radiologic Tech.	52	21	15	36	69.2	16	30.8
Rec. Ldrship	127	51	41	92	72.4	35	27.6
Secretarial	365	163	86	249	68.2	116	31.8
TOTAL	3071	1540	596	2136	69.6	935	30.4

Table VIII shows the number of students in each curriculum who indicated their employment status. Students in several of the programs are employed to a greater degree than are career students as a whole. These programs are Accounting, Business Management, Civil Engineering Technology, Criminal Justice, Electronic Technology, Fire Science, General Engineering Technology, and Radiation Science. Most of these programs also had a higher-than-average percentage of employed students last year. It is interesting to note that all of the students in the Radiation Science program (which is being phased out) who reported about employment status are employed full time; all but one are employed in a field related to their studies at the College.

Students in several of the programs, particularly in health-related areas, are less likely to be employed. Table VIII shows that the percentage of employed students in Dental Assisting, Medical Laboratory Technician, Mental Health, and Nursing is considerably lower than for all career students responding. This was also true the previous year and may be a result of the clinical and field practice required in these curriculums.

Of the 2136 students who are employed, 72.1 percent indicated full-time employment and 27.9 percent indicated part-time employment. The corresponding percentages the previous year were 73.7 percent and 26.3 percent. The slight increase in part-time employment and the slight decrease in full-time employment take on added significance, however, when related to the change in full-time enrollment. Table I of the current report shows that 49.1 percent of all career students are full time at the College, up from 41.9 percent the year before.

MONTGOMERY COMMUNITY COLLEGE

Table IX

OFFICE OF INSTITUTIONAL RESEARCH

RELATIONSHIP OF EMPLOYMENT TO CURRICULUM

Curriculum	FULL-TIME EMPLOYMENT			PART-TIME EMPLOYMENT		
	Related	Non-Related	No Response	Related	Non-Related	No Response
Accounting	64	30	1	8	7	0
Advertising Art	19	53	1	8	35	2
Architect. Tech.	21	18	0	3	16	2
Business Mgt.	144	73	2	19	22	1
Civil Eng. Tech.	10	4	0	2	4	0
Computer Science	127	66	1	9	24	4
Criminal Justice	79	79	2	14	55	0
Dental Asstg.	10	27	1	2	19	0
Dent. Lab. Tech.	3	8	0	1	5	0
Electronic Tech.	42	24	1	6	21	0
Fire Science	49	10	0	3	5	0
Gen. Eng. Tech.	39	18	0	0	9	0
Geog., C. & C.P	8	9	0	2	3	1
Hospitality Mgt.	14	10	0	6	5	0
Mech. Eng. Tech.	10	5	0	2	3	0
Med. Lab. Tech.	13	15	0	5	12	0
Mental Health	15	28	2	1	10	1
Nursing	58	34	0	36	47	3
Printing Tech.	33	18	1	4	7	0
Radiation Sci.	5	1	0	0	0	0
Radiologic Tech.	10	11	0	4	11	0
Rec. Ldrship.	24	27	0	21	20	0
Secretarial	115	46	2	37	47	2
TOTAL	912	614	14	193	387	16

Full-time employment tends to be more related to the student's educational program than does part-time employment. Table IX shows that of the 1526 full-time employed students who replied concerning relationship, 59.8 percent indicated that the work was relevant to what was being studied. Of the 580 part-time employed students, only 33.3 percent indicated such a relationship. This difference is seen throughout the Career Patterns reports and tends to confirm that full-time jobs more often represent the student's goal whereas part-time jobs more often are a means of financing the student's education.

Several programs show a greater relationship between the student's job and studies than that of all students reported in Table IX. These programs are Accounting; Business Management; Computer Science; Fire Science; Nursing; Secretarial; Civil, General, and Mechanical Engineering Technologies; and, as previously mentioned, Radiation Science.

Only in Accounting and Hospitality Management do more than half of the part-time employed students indicate that their work and studies are related.

In some of the programs, the relationship between the occupational curriculum and employment, both full-time and part-time, is low. This is true in Advertising Art, Dental Assisting, Dental Laboratory Technology, and Mental Health. This might indicate that employment in these occupational areas is not available to those who are not yet fully trained or certified.

Table X

EMPLOYMENT STATUS BY CURRICULUM AND CLASS

Curriculum	ASSOCIATE ARTS DEGREE First Year				ASSOCIATE ARTS DEGREE Second Year				NON-DEGREE			
	FT	PT	Not Emp.	NR	FT	PT	Not Emp.	NR	FT	PT	Not Emp.	NR
Accounting	11	4	11	3	1	1	0	0	83	10	16	0
Advertising Art	31	27	36	6	23	14	12	2	19	4	25	0
Architect. Tech.	17	18	21	7	9	2	4	2	13	1	3	3
Business Mgt.	51	35	21	13	21	4	6	5	147	3	21	3
Civil Eng. Tech.	7	3	3	2	2	1	0	1	5	2	3	0
Computer Science	50	23	62	26	64	12	31	12	80	2	8	1
Criminal Justice	64	50	47	10	31	16	13	4	65	3	4	1
Dental Asstg.	20	12	23	2	12	9	11	2	6	0	4	0
Dent. Lab. Tech.	2	3	4	7	8	2	5	2	1	1	1	0
Electronic Tech.	24	17	23	10	19	7	4	2	24	3	1	0
Fire Science	10	7	5	10	9	1	0	8	40	0	4	0
Gen. Eng. Tech.	12	5	3	2	4	2	1	1	41	2	9	2
Geog., C. & C.P.	3	5	1	3	6	1	0	3	8	0	7	0
Hospitality Mgt.	16	9	12	3	2	1	1	2	6	1	2	1
Mech. Eng. Tech.	3	3	9	0	2	1	1	0	10	1	2	3
Med. Lab. Tech.	8	8	22	3	11	8	12	5	9	1	12	0
Mental Health	7	1	8	4	12	7	15	4	26	4	35	0
Nursing	45	52	71	25	25	22	54	11	22	12	33	1
Printing Tech.	20	7	20	4	15	4	6	3	17	0	0	0
Radiation Sci.	1	0	0	2	3	0	0	0	2	0	0	0
Radiologic Tech.	8	8	9	9	9	7	5	3	4	0	2	0
Rec. Ldrship.	28	27	21	6	19	13	10	3	4	1	4	0
Secretarial	65	60	88	19	36	19	16	4	62	7	12	1
TOTAL	503	384	520	176	343	154	207	79	694	58	208	16

There are noticeable differences between the employment status of degree and non-degree career students. Of the former, 89.2 percent responded completely to the questions analyzed in Table X; the percentage of response by the non-degree students was 98.4.

Of those who did respond, 65.6 percent of degree students said that they were employed and the division between full-time and part-time employment was 61.1 percent and 38.9 percent. By contrast, 78.3 percent of non-degree students replied that they were employed and of those, 92.3 percent said the job was full-time.

Differences are noticeable also, between the first-year and the second-year degree students. It is seen in Table X that a larger percentage of the responding Sophomores are employed (70.6%) as compared to the Freshmen (63.0%). More of the employed second-year degree students work full-time (69.0%) than do first-year students (56.7%). Chart C (page 36) depicts employment patterns by class.

The percentages derived from last year's Career Patterns report were similar. The percentage of employed students among those responding last year were: 65.3 (Freshmen), 70.3 (Sophomores), and 78.8 (non-degree). Full-time employment percentages were 58.2 (Freshmen), 63.8 (Sophomores), and 90.3 (non-degree). These percentages indicate that the College's "special" students in career programs are more likely to be employed than students matriculating in these programs. And, of the latter, second-year students are more likely to be employed than are first-year students. Many Freshmen are entering upon postsecondary education and may feel they need to devote more of their time to their studies.

MONTGOMERY COMMUNITY COLLEGE

Table XI

OFFICE OF INSTITUTIONAL RESEARCH

EMPLOYMENT STATUS BY CURRICULUM AND SEX

Curriculum	MALE Total	FT	PT	Not Emp.	NR	FEMALE Total	FT	PT	Not Emp.	NR
Accounting	72	54	4	13	1	68	41	11	14	2
Advertising Art	93	41	24	22	6	106	32	21	51	2
Architect. Tech.	92	38	20	23	11	8	1	1	5	1
Business Mgt.	243	155	35	36	17	87	64	7	12	4
Civil Eng. Tech.	27	13	6	5	3	2	1	0	1	0
Computer Science	277	151	26	67	33	94	43	11	34	6
Criminal Justice	254	133	58	48	15	54	27	11	16	0
Dental Asstg.	2	2	0	0	0	99	36	21	38	4
Dent. Lab. Tech.	24	8	4	5	7	12	3	2	5	2
Electronic Tech.	131	65	26	28	12	3	2	1	0	0
Fire Science	93	59	8	8	18	1	0	0	1	0
Gen. Eng. Tech.	77	53	9	11	4	7	4	0	2	1
Geog., C. & C.P.	23	12	5	1	5	14	5	1	7	1
Hospitality Mgt.	42	18	8	11	5	14	6	3	4	1
Mech. Eng. Tech.	35	15	5	12	3	0	0	0	0	0
Med. Lab. Tech.	24	12	4	7	1	75	16	13	39	7
Mental Health	26	17	2	7	0	97	28	10	51	8
Nursing	17	6	5	4	2	356	86	81	154	35
Printing Tech.	94	51	11	26	6	2	1	0	0	1
Radiation Sci.	7	6	0	0	1	1	0	0	0	1
Radiologic Tech.	18	8	3	3	4	46	13	12	13	8
Rec. Ldrship.	73	34	24	9	6	63	17	17	26	3
Secretarial	4	1	1	1	1	385	162	85	115	23
TOTAL	1748	952	288	347	161	1594	588	308	588	110
Percent	100	54.4	16.5	19.9	9.2	100	36.9	19.3	36.9	6.9

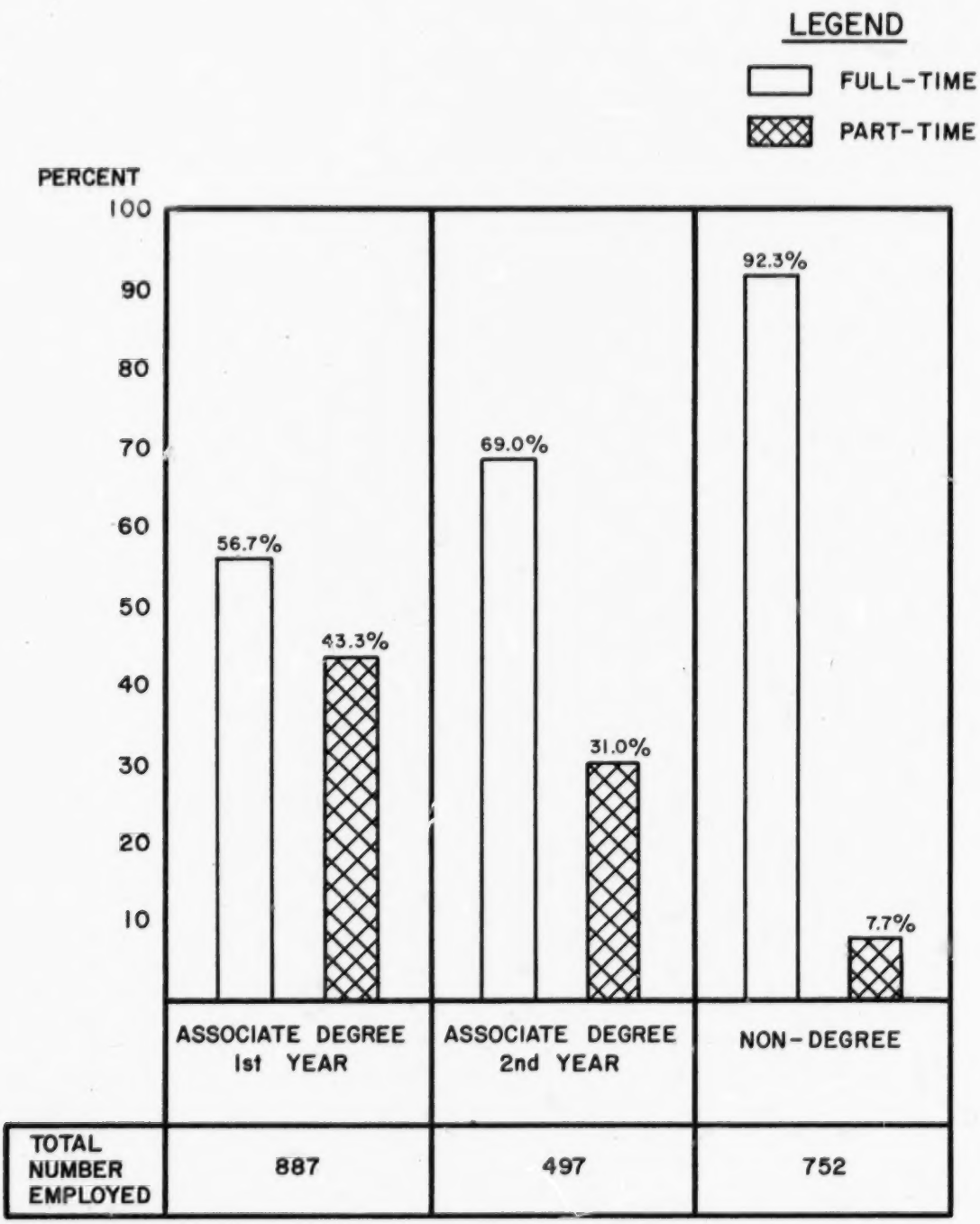
In each year that career students' employment has been analyzed, it has been noted that a larger percentage of male students work than do female students. Table XI reveals that 70.9 percent of male students said that they were employed; 56.2 percent of female students so responded. And as has been noted before, male students are more often employed full time than are female students. Of the 1240 male students who reported their employment status, 76.8 percent are employed full time and 23.2 percent are employed part time. Of the 896 female students, the corresponding percentages are 65.6 and 34.4.

As compared with the responses analyzed the previous year, however, the percentage of employed students, both male and female, decreased. Last year 77.8 percent of male students and 60.5 percent of female students reported being employed. The division between full-time and part-time employment of those who did work, however, was similar; over three-fourths of male students and approximately two-thirds of female students were engaged in full-time employment.

Only in the Accounting program did male and female students respond concerning employment in approximately equal numbers. The percentages of employed students are more nearly equal too; 80.6 percent of the males and 76.5 percent of the females. A greater percentage of male employment, however, was full time, 93.1 percent as compared to 78.9 percent for female employment.

Chart C

EMPLOYED STUDENTS BY CLASS ALL CURRICULUMS



CHAPTER VII

EDUCATIONAL AND VOCATIONAL EXPECTATIONS

In order to project future needs for vocational education and the potential labor supply available to meet labor demand, the Maryland State Department of Education inquires about the student's academic and job-seeking plans in questions 9 and 10 on the College Student Record Form. The College's career students supply the answers when completing the Career Survey Card. Both of those forms are included in the appendix to this report.

The percentage of students who failed to respond to these questions is greater this year as compared to the previous year. The percentage of no responses to the question concerning program completion is about twice that of last year, 10.2 percent versus 4.9 percent. The percentage of no responses to the job-seeking question is not quite double, 11.2 percent versus 6.7 percent. It must be remembered that the student completes the Career Survey Card during the registration period at the beginning of the academic year. At that time, it is probable that less thought is given to job-hunting in the future than to enrolling in classes. In the first two surveys, for example, one-fourth of the students failed to reply concerning looking for a job.

The percentage of students who expect to complete the program and who will be looking for a permanent, full-time job in the chosen career field shows no significant change. In the current report, the percentages are 23.1 and 16.1, respectively. In the previous report, the percentages were 22.6 and 17.9. These percentages have shown but little variance throughout the Career Patterns series.

EDUCATIONAL AND VOCATIONAL EXPECTATIONS BY CURRICULUM

Curriculum	Total	Present Class			Expect to Complete Program This Year			Presently Employed			Looking for Job		
		AA[1]	AA[2]	ND	Yes	No	NR	Yes	No	NR	Yes	No	NR
Accounting	140	29	2	109	8	129	3	110	27	3	11	117	12
Advertising Art	199	100	51	48	55	129	15	118	73	8	33	148	18
Architect. Tech.	100	63	17	20	18	70	12	60	28	12	11	73	16
Business Mgt.	330	120	36	174	63	229	38	261	48	21	40	253	37
Civil Eng. Tech.	29	15	4	10	8	16	5	20	6	3	8	16	5
Computer Science	371	161	119	91	86	238	47	231	101	39	60	253	58
Criminal Justice	308	171	64	73	60	227	21	229	64	15	46	237	25
Dental Asstg.	101	57	34	10	39	55	7	59	38	4	27	69	5
Dent. Lab. Tech.	36	16	17	3	10	17	9	17	10	9	7	20	9
Electronic Tech.	134	74	32	28	23	94	17	94	28	12	21	99	14
Fire Science	94	32	18	44	12	63	19	67	9	18	17	56	21
Gen. Eng. Tech.	84	22	8	54	13	65	6	66	13	5	10	66	8
Geog., C. & C.P.	37	12	10	15	7	24	6	23	8	6	1	29	7
Hospitality Mgt.	56	40	6	10	8	42	6	35	15	6	13	37	6
Mech. Eng. Tech.	35	15	4	16	8	24	3	20	12	3	3	28	4
Med. Lab. Tech.	99	41	36	22	29	62	8	45	46	8	21	69	9
Mental Health	123	20	38	65	32	79	12	57	58	8	16	96	11
Nursing	373	193	112	68	90	238	45	178	158	37	55	274	44
Printing Tech.	96	51	28	17	33	55	8	63	26	7	24	63	9
Radiation Sci.	8	3	3	2	1	5	2	6	0	2	1	5	2
Radiologic Tech.	64	34	24	6	22	30	12	36	16	12	13	39	12
Rec. Ldrship.	136	82	45	9	38	86	12	92	35	9	28	98	10
Secretarial	389	232	75	82	110	252	27	249	116	24	72	285	32
TOTAL	3342	1583	783	976	773	2229	340	2136	935	271	538	2430	374
Percent	100%	47.4	23.4	29.2	23.1	66.7	10.2	64.0	28.0	8.0	16.1	72.7	11.2

The responses concerning program-completion and job-seeking are distributed by curriculum in Table XII. The students' current class and employment status are included as a frame of reference.

That a majority of students, 2229 or 66.7 percent, do not expect to complete the program this year is not surprising since only 783 (23.4%) students are Sophomores. The programs having the smallest percentage are those recently introduced, such as Accounting and Hospitality Management.

Only 538 (16.1%) students indicated that they would be looking for permanent, full-time employment related to their studies at the College. Although this percentage seems low, it can be accounted for in several ways. A "Yes" response indicates three affirmatives, i.e., the job sought is a permanent one, is full-time, and is related. That 69.6 percent of responding students are presently employed and that over half (52.4%) who indicated relationship are already working in a job related to their studies, as shown in Table VIII and IX, would also affect the replies to this three-pronged question.

Of the students responding, 16 percent replied that they were enrolled in a vocational program at the high school level, and of these, 63 percent were in a similar program. A previous study by the Office of Institutional Research showed that about one-fourth of the College's June 1970 graduates of 12 career programs transferred to other institutions of higher education.[1] Employment immediately upon graduation, it seems, is not the goal of all students in occupational programs.

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[1]David F. Bleil, The Graduates 1970, (Montgomery County, Maryland: Montgomery Community College, 1972), p. 8.

MONTGOMERY COMMUNITY COLLEGE OFFICE OF INSTITUTIONAL RESEARCH

Table XIII

EDUCATIONAL AND VOCATIONAL EXPECTATIONS

BY OCCUPATIONAL ORIENTATION AND CAMPUS

Occupational Orientation	Total	ROCKVILLE						TAKOMA PARK					
		Expect to Complete			Looking for Job			Expect to Complete			Looking for Job		
		Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
Health-Related	796	10	115	8	10	121	2	212	366	85	129	446	88
Business-Related	1485	274	874	100	187	938	123	56	145	36	42	155	40
Public Service	575	115	391	58	90	411	63	2	9	0	2	9	0
Technological	486	102	299	45	75	319	52	2	30	8	3	31	6
TOTALS	3342	501	1679	211	362	1789	240	272	550	129	176	641	134

In Table XIII, the career students' plans are analyzed by the occupational orientation of their program of study and by campus.

The percentage of planned program completions in Business-Related (22.2%), Public Service (20.4%), and Technological (21.4%) areas is close to the overall percentage shown in the previous table (23.1%). Program completion plans of students in Health-Related occupational areas, however, show a higher percentage, 27.9. The same pattern is seen in the responses to the question concerning job-seeking. Again, a higher percentage of students whose occupational orientation is Health-Related (17.5) plan to look for employment than did all students (16.1). The percentages in the other major areas are: Business-Related, 15.4; Public Service, 16.0; Technological, 16.1. These percentages correlate with percentages of currently employed students as shown in Table III.

However, a smaller percentage of students who expect to complete Health-Related programs also expect to look for a job than is true in the other areas. The percentages resulting from this comparison are: Health-Related, 62.6; Business-Related, 69.4; Public Service, 78.6; and Technological, 75.0.

Of all career students at the Rockville Campus, 21.0 percent expect to complete the program this year and 15.1 percent plan to look for a course-related, full-time position. At Takoma Park, the percentages of expectation are higher, 28.6 and 18.5, respectively. Of those who expect to complete the program, however, a larger percentage of Rockville students also expect to look for full-time employment related to their career program. The percentage at Rockville is 72.3; at Takoma Park, it is 64.7.

MONTGOMERY COMMUNITY COLLEGE Table XIV OFFICE OF INSTITUTIONAL RESEARCH

DESCRIPTIVE DATA OF FACULTY BY OCCUPATIONAL ORIENTATION

Occupational Orientation		Total Responding	Campus		Sex		Race			Status w/College	
			R	TP	M	F	B	W	O	FT	PT
Health-Related:	Dental Asstg. Dent. Lab. Tech. Med. Lab. Tech. Mental Health Nursing Radiologic Tech.	33	0	33	6	27	2	31	0	21	12
Business-Related:	Advertising Art Computer Science Business Mgt. Secretarial Hospitality Mgt. Accounting	55*	45	10	31	24	0	55	0	28	27
Public Service:	Geog., C. & C.P. Fire Science Criminal Justice Rec. Ldrship	18	18	0	17	1	0	18	0	10	8
Technological:	Engineering Technologies (5) Printing Tech. Radiation Sci.	34	32	2	32	2	0	34	0	16	18
		—	—	—	—	—	–	—	–	—	—
TOTAL		140	95	45	86	54	2	138	0	75	65

* Includes 4 Full-Time Instructional Aides and 2 Part-Time Instructional Aides.

CHAPTER VIII

FACULTY DATA

The Maryland State Department of Education also requires submission of information about each faculty member, including instructional aides who deal directly with students, in the approved vocational-technical programs. The information requested relates to personal characteristics, employment status, occupational program or programs, and the educational goal of the students taught.

The unduplicated number of College Faculty Record Forms (see Appendix) submitted was 140. Because of the number of faculty who teach in more than one program, the duplicated count was 174, as seen below:

	Total College	Rockville	Takoma Park
Faculty who teach in one program	119	71	48
Faculty who teach in two programs	8	5	3
Faculty who teach in three programs	13	13	0
TOTAL	140	89	51

Where more than one program is taught, however, the programs fall within the same occupational cluster. The descriptive data are, therefore, analyzed by occupational area in Table XIV, thus avoiding duplication.

Part-time faculty are questioned as to employment other than at the College and the replies are shown in Table XV. The number of part-time faculty reported has increased each year but the percentages who are otherwise employed (78) and in related occupations (80) has remained fairly constant.

MONTGOMERY COMMUNITY COLLEGE | Table XV | OFFICE OF INSTITUTIONAL RESEARCH

ANALYSIS OF EMPLOYMENT STATUS OF PART-TIME FACULTY

Occupational Orientation		Number Part-Time Faculty	Number Not Otherwise Employed	Employed Related	Employed Not Related
Health-Related:	Dental Asstg.	2	2	0	0
	Medical Lab. Tech.	2	2	0	0
	Mental Health	2	0	2	0
	Nursing	6	4	2	0
Business-Related:	Advertising Art	2	0	1	1
	Computer Science	7*	2	5	0
	Business Mgt.	6	0	5	1
	Secretarial	11	4	4	3
	Hospitality Mgt.	1	0	1	0
Public Service:	Geog, C. & C.P.	1	0	1	0
	Fire Science	2	0	2	0
	Criminal Justice	5	0	4	1
Technological:	Architect. Tech	4	0	4	0
	Civil Eng. Tech.	5	0	2	3
	Electronic Tech.	4	0	4	0
	Printing Tech.	3	0	2	1
	Radiation Sci.	2	0	2	0
TOTAL		65	14	41	10

* Includes 2 Part-Time Instructional Aides.

APPENDIX

Table of Contents

Career Survey Card	Office of Institutional Research Montgomery Community College
College Student Record Form DVE 522S (8/70)	Maryland State Department of Education
College Faculty Record Form DVE 522T (8/70)	Maryland State Department of Education

CAREER SURVEY CARD

CAREER SURVEY CARD

STUDENT NAME ⇨ Last First Initial

SOCIAL SECURITY NUMBER ⇨

- ☐ 1. ACCOUNTING
- ☐ 2. ADVERTISING ART
- ☐ 3. ARCHITECTURE TECH.
- ☐ 4. BUSINESS MANAGEMENT
- ☐ 5. CIVIL ENG. TECH.
- ☐ 6. COMMUNITY PLANNING
- ☐ 7. CRIMINAL JUSTICE
- ☐ 8. DATA PROCESSING
- ☐ 9. DENTAL ASSISTING
- ☐ 10. DENTAL LAB. TECH.
- ☐ 11. ELECTRONIC TECH.
- ☐ 12. ENGINEERING TECH.
- ☐ 13. FIRE SCIENCE
- ☐ 14. HOSPITALITY
- ☐ 15. MECHANICAL ENG. TECH.
- ☐ 16. MEDICAL LAB. TECH.
- ☐ 17. MENTAL HEALTH
- ☐ 18. NURSING
- ☐ 19. PRINTING TECH.
- ☐ 20. RADIATION SCI. TECH.
- ☐ 21. RECREATION LEADERSHIP
- ☐ 22. SECRETARY
- ☐ 23. X-RAY TECH.
- ☐ 24. OTHER

1. Are you employed? ☐ 1. Full-Time (20 hours or more per week) ☐ 2. Part-Time (Less than 20 hrs. per week) ☐ 3. Not employed
2. If you are employed, is your work related to the curriculum or courses in which you are enrolled? ☐ 1. Yes ☐ 2. No
3. Check one of the Career Fields listed on the left which best describes your course of study.
4. Do you expect to graduate or complete your studies at MONTGOMERY COLLEGE this school year? ☐ 1. Yes ☐ 2. No
5. Will you be looking for permanent full time employment in your chosen career field this school year? ☐ 1. Yes ☐ 2. No
6. Do you have any minor dependents? ☐ 1. Yes ☐ 2. No
7. Were you enrolled in a vocational program at the high school level? ☐ 1. Yes, in a similar program. ☐ 2. Yes, in a different program. ☐ 3. No
8. Do you desire the assistance of the College Job Placement Office to secure permanent full time employment? ☐ 1. Yes, at end of fall semester ☐ 2. Yes, at end of spring semester. ☐ 3. No

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Maryland State Department of Education
COLLEGE STUDENT RECORD FORM

1. Print your name

2. Print the name of your College

3. Sex
- MALE
- FEMALE

4. Are you married?
- YES
- NO

5. Do you have children?
- YES
- NO

6. Race
- AMERICAN INDIAN
- BLACK
- CHINESE
- JAPANESE
- KOREAN
- WHITE
- OTHER

7. What is your employment status?
- EMPLOYED FULL TIME
- EMPLOYED PART TIME
- NOT EMPLOYED

8. If you are employed, is your job related to your program?
- YES
- NO
- DOES NOT APPLY

9. Do you expect to graduate or complete your program this school year?
- YES
- NO

10. Will you be seeking a job related to your program this school year?
- YES
- NO

11. In each of the three boxes below, mark the response which best describes your college enrollment.

ASSOCIATE DEGREE	FULL TIME	DAY
CERTIFICATE	PART TIME	EVENING
NON-DEGREE		CORRESPONDENCE

12. With the help of your advisor write and mark your program's code number.

13. Write and mark your age.

14. Were you enrolled in a vocational program at the high school level?
- YES, IN A SIMILAR PROGRAM
- YES, BUT IN A DIFFERENT PROGRAM
- NO

15. Write and mark your social security number. If you do not have one, mark all zeros.

16. Write and mark the zip code of your home address.

DO NOT MARK IN THIS SECTION

A
B
C
D

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Maryland State Department of Education
COLLEGE FACULTY RECORD FORM

1. Print your name:

LAST

FIRST

2. Write and mark your Social Security Number

3. Age

4. Sex
MALE
FEMALE

5. Race
1 AMERICAN INDIAN
2 NEGRO
3 ORIENTAL
4 SPANISH SURNAME AMERICAN
5 WHITE
6 OTHER

6. What is your current employment status at the college?
FULL TIME PART TIME
FACULTY
INSTRUCTIONAL AIDE

7. If you teach Part Time, are you employed in a job related to what you teach?
RELATED EMPLOYMENT
NON-RELATED EMPLOYMENT
NOT OTHERWISE EMPLOYED

8. A, B, C, and optional D.

FOR EACH SCHOOL IN WHICH YOU CURRENTLY TEACH, COMPLETE SECTION A, B, AND C. IF THE PROGRAM YOU RECORDED IN SECTION B IS A SPECIAL PROGRAM MARK ALL TERMS IN SECTION D WHICH APPLY TO THAT PROGRAM.

School Number	Program Code	Educational Status of Students	Special Program Description
		ASSOCIATE DEGREE CERTIFICATE OR NON DEGREE	RELATED REMEDIAL INSTRUCTION COOPERATIVE WORK EXPERIENCE EXEMPLARY PILOT OR DEMONSTRATIVE DISADVANTAGED STUDENTS HANDICAPPED STUDENTS PRE-POST SECONDARY INSTRUCTION RELATED SUBJECT OCCUPATIONAL PREPARATION

School Number	Program Code	Educational Status of Students	Special Program Description
		ASSOCIATE DEGREE CERTIFICATE OR NON DEGREE	RELATED REMEDIAL INSTRUCTION COOPERATIVE WORK EXPERIENCE EXEMPLARY PILOT OR DEMONSTRATIVE DISADVANTAGED STUDENTS HANDICAPPED STUDENTS PRE-POST SECONDARY INSTRUCTION RELATED SUBJECT OCCUPATIONAL PREPARATION

School Number	Program Code	Educational Status of Students	Special Program Description
		ASSOCIATE DEGREE CERTIFICATE OR NON DEGREE	RELATED REMEDIAL INSTRUCTION COOPERATIVE WORK EXPERIENCE EXEMPLARY PILOT OR DEMONSTRATIVE DISADVANTAGED STUDENTS HANDICAPPED STUDENTS PRE-POST SECONDARY INSTRUCTION RELATED SUBJECT OCCUPATIONAL PREPARATION

INSTITUTIONAL RESEARCH REPORTS

Of the

Office of Institutional Research

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